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ABSTRACT

The teacher's role in creatively and effectively involving school volunteers in educational programs is spelled out in this guide. After explaining the value of volunteers to schools, teachers, and students, the booklet suggests and expands on 12 steps teachers can take to obtain full value from volunteers: (1) assess teacher and classroom needs, (2) talk with teachers who have worked with volunteers, (3) learn how to request volunteer help, (4) orient volunteers to classroom procedures, (5) take time to know the volunteer, (6) match the volunteer's skills with classroom needs, (7) establish good communications with volunteers, (8) share student progress with volunteers, (9) show continuing appreciation for volunteer help, (10) involve volunteers in evaluations of program success, (11) encourage volunteers to seek training opportunities, and (12) set a good example. Appendices include a listing of ways volunteers can help at elementary and secondary levels, a sample volunteer request form, a checklist for teacher-volunteer conferences, methods for showing appreciation to volunteers, suggestions for self-evaluation by teachers and volunteers, definitions of key terms, and guidelines for a teamwork approach to a school volunteer program. (Author/PGD)

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Handbook for Teachers

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This *Handbook for Teachers—Effective Involvement of School Volunteers* was developed by the Teacher Training Task Force of the National School Volunteer Program, Inc., and the National Education Association, under a grant from the Charles Stewart Mott Foundation.

Single copies of the handbook are available from NSVP at $2 for a single copy; bulk rates are available on request.

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PREFACE

Every teacher wishes he or she had more time to give to each student—to listen and to respond, to individualize instruction, and to meet the unique needs of each learner.

School volunteers can help make this wish come true. They offer an extra pair of hands, eyes and ears. Through an organized, structured school volunteer program, school volunteers can help give each child more read-aloud time, extra chances to respond, immediate confirmation of correct answers, and the caring that motivates a child to learn and to succeed. Volunteers can extend the teacher's professional skills and help to bring extra educational opportunities and enrichment to the classroom. They also serve as bridges to the community and supportive spokespersons for the school's programs.

An estimated six million volunteers serve regularly in American schools. Most of them work in organized school volunteer programs which are directed at the school district level or within a single school by a coordinator of volunteers. When the school district employs a Coordinator of School Volunteers, this person works with the principal, staff members and the school building's volunteer coordinator to recruit, orient, screen, train, place, support, supervise and evaluate volunteers from the community. Some school volunteer programs operate as a private non-profit organization which contracts with the school district to provide for the services of volunteers.

No longer are school volunteers only parents; they are also grandparents, high school and college students, retirees and other older Americans, and business employees who get released time to serve in the classroom. Organized school volunteer programs have written statements of support from their school boards, and most have an advisory committee which represents many segments of the community to give support and policy guidance. Advisory committees composed of teachers, representatives from community and business groups, parents and senior citizens help to plan the program, implement it, and advise the district coordinator.

School volunteer programs succeed when teachers really want the help of school volunteers and when they and the volunteers become co-workers and effective partners in the educational team. Since volunteers work at the request of a teacher and under the direction of a teacher or school staff member, much of the thinking and planning which makes the teacher-volunteer partnership effective must be done by the teacher.

Teachers have been trained in how to help students learn, but most have not had training in how to supervise another person in the classroom. The purpose of this handbook is to help the teacher learn to involve school volunteers creatively and effectively in educational programs. Teachers may also be assisted by school volunteer program personnel at the local, state or national levels.

Ideas and materials included in this handbook were gathered from school volunteer programs in all parts of the country. The Teacher Handbook is part of the teacher training materials developed by the NSVP/NEA Task Force which is funded by a grant from the Charles Stewart Mott Foundation. In-service models for training teachers in effective involvement of volunteers are also available.

Other information about organized school volunteer programs is available from the National School Volunteer Program, Inc. Write for information about publications and multi-media materials.

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APPENDICES:

A. 59 Ways Volunteers Can Help at the Elementary School Level
   22 Ways Volunteers Can Help at the Secondary School Level
B. Sample Teacher Request Form for Volunteer Services
C. Initial Teacher/Volunteer Conference Checklist
D. 25 Ways to Show Appreciation to Your Volunteer
E. Self-Evaluation for the Volunteer and for the Teacher
F. Some Definitions Drawn Up by NSVP/NEA Task Force
G. Guidelines for a Teamwork Approach to a School Volunteer Program

Why School Volunteers?

Why does a teacher invite a volunteer into the classroom? Involving a volunteer is an extra responsibility for the teacher, who already has dozens of tasks each day in addition to the major job of helping each child learn to the best of his or her ability.

But that IS the reason that many teachers across the country are choosing to involve volunteers in their classrooms—because school volunteers can help with the multitude of tasks and responsibilities. A wealth of untapped resources—capable people who are willing to serve—exists in every community. They need only to be asked and to get the kinds of orientation, training and support which makes them feel that their contributions are much needed and worth their time and effort.

The contributions of school volunteers are limitless. The imaginative teacher-volunteer team will create many ways to increase learning opportunities for students.

Volunteers can talk with children and listen to them, exploring their interests and supplying enrichment activities. They can help the slow learner to understand abstract concepts by using manipulative materials and concrete experiences—puzzles, kits, letter tiles, Cuisenaire rods, a clock, calendars, dominoes and other sorting and learning activities and games. They can help children develop critical thinking skills and do problem-solving.

Volunteers can help to stimulate language development by interesting children in acting out stories, giving puppet shows, and using a tape recorder to interview each other. Volunteers can assist older students with research projects and help them to improve study skills. Some volunteers tape record high school textbooks so that students who have reading problems can listen as they read their assignments.

For other suggestions on how volunteers can be used at both the elementary and secondary school levels, see *Appendix A*.

What are the steps a teacher takes to involve school volunteers effectively?

1. Assess Your Needs

The teacher who is considering whether to request the help of a volunteer must first look at the needs of the classroom.

What does the teacher need help with? Could a volunteer assist with general classroom procedures, such as writing assignments on the board, collecting and checking papers, preparing materials and bulletin boards, and reproducing worksheets?

Could a volunteer give extra reinforcement in spelling, reading, or math to students who are working below grade level, or help a child who was absent understand the work he is to make up?

Does the teacher want help with audio-visual equipment? Could the volunteer help more advanced students to probe deeply into subjects that interest them, or prepare games and teaching materials? Could the volunteer's hobbies or career experience be shared to help students explore new areas of interest or vocational opportunities?

What kinds of help does the teacher want? The district or building coordinator can assist in defining needs for volunteers after receiving the requests of teachers for volunteer service.

2. Talk with Teachers Who Have Worked with School Volunteers

Teachers who have involved volunteers in various ways can advise the teacher in effective management procedures, such as how to communicate well with the volunteer, what to include in orienting the volunteer to the classroom, the importance of giving clear directions as to what the volunteer is to do, how to utilize the volunteer's special skills and experience, and how to show appreciation so the volunteer will want to continue to serve in the classroom. Teachers can share ideas on volunteer involvement informally at the building level or through staff development programs at the district level.

Conference Opens New Vistas

The PTA, PTO and Booster Club organization of Boise, Idaho, contributed funds to send three volunteers and Boise School Volunteer Coordinator Sue Jorden to NSVP's Eighth Annual Conference held in Anaheim, Calif. Comments by the volunteers in the newsletter of the Boise school volunteer program express their excitement about the experience.

Lois Lenzi: "It was fascinating to become involved with so many friendly, caring and highly motivated people from all over the U.S. It was a natural high, compounded by tremendous brainstorming." Barbara Marquart: ". . . my suitcase coming home . . . was filled with super ideas from volunteer organizations like ours, and my head was spinning with dreams of new and exciting ideas to make our own program even better. . . . I attended many good workshops, but the most exciting aspect of each was the enthusiastic people, both leaders and participants." Elaine Tracy: "During our trip to the NSVP Conference, I realized how fortunate we are to have the support of our local PTO/PTA groups. Without it we could not have gained the information and share sessions from other districts. . . . Volunteers show love by their presence in the school system. I would like . . . everyone in the Boise schools to adopt the feeling that a child doesn't care what we know until he knows that we care."

3. How to Request a Volunteer for Your Classroom

No volunteer ever walks into the classroom uninvited. Volunteers respond to specific needs and requests. If your district or school has an organized school volunteer program, ask the program coordinator for a volunteer request form (a sample is included as *Appendix B).* List on the form the hours and days you would like to have a volunteer and what duties you wish the volunteer to perform.

When you request help, be realistic in what you ask for—a typical school volunteer might be available for one morning or one afternoon each week, although you might like to have the same volunteer every morning of the week. Volunteers who get satisfaction from their service do usually increase the number of hours they contribute, and some, particularly senior citizens who find rewarding roles as school volunteers, may work as many as 10 to 15 hours a week!

If you do not have an organized program, you may want to suggest that one be established. Discuss the possibility with other teachers, the principal, and with parents, PTA or PTO members, and people in the community who might offer support.

The school volunteer coordinator receives all the volunteer request forms from teachers and works to match their needs with the talents, skills and interests of people who have volunteered to serve. The coordinator handles the preliminary recruitment, screening, interviewing and placement of the volunteer chosen to work with the teacher, but the teacher should also talk with the prospective volunteer. Sometimes a trial placement of a few weeks is suggested, so that both teacher and volunteer have the opportunity to make sure that the placement is right.

Volunteering Is Addictive

Joanne Dale, a retired high school teacher in Los Angeles, believes that the retired teacher who loved teaching may find the volunteer tutoring experience addictive because the tutor enjoys all the rewards of teaching without the drawbacks. Her article, "The Retired Teacher: An Underutilized Resource," is available through NSVP's Information Bank as IB-30.

4. Orient Volunteer to Classroom Policies and Procedures

Although the volunteer should have already attended an orientation session in the school where he or she is to serve (and possibly an orientation led by the district-level school volunteer coordinator), the teacher needs to explain his or her own philosophy of education and style of teaching. The volunteer must know about classroom and school rules and emergency procedures, such as fire drill's. The teacher should discuss with the volunteer how to handle problems relating to discipline. Teachers do not leave volunteers in charge of classes.

The teacher should be specific, distinguishing between those tasks which are solely the teacher's responsibility (diagnosing and prescribing, discipline, introducing new instructional material, and assigning grades), those which will belong to the volunteer, and those in which they will work together.

The teacher should discuss what the volunteer is to do when unable to come for any reason, and the teacher and volunteer should exchange phone numbers. The teacher should leave written instructions for substitute teachers about volunteer duties and responsibilities, also written instructions for the volunteer about how to work with the substitute teacher.

If your school has a school calendar, the teacher should give one to the volunteer so that holidays, dates of special assemblies and other important events are known. Be sure the volunteer knows the time and dates of school volunteer meetings, including orientation and training sessions.

When a teacher will not need a volunteer on a specific day because of a field trip or other re-scheduling, the volunteer should be notified ahead of time. If the volunteer is not needed for the entire time he or she is available, the teacher sometimes "lends" the volunteer to another teacher or staff person who needs help.

Teachers may expect school volunteers to make a professional commitment, to be prompt and reliable, to carry out assigned tasks and accept directions. Teachers should not expect volunteers to do things they are not trained for or prepared to do. Volunteers should know the school's procedure for signing in and out and should wear a volunteer identification badge when on duty. These points and the importance of confidentiality of records should also be covered by the orientation session at the school level.

(*Appendix C* is a checklist of topics to be covered in the initial teacher-volunteer conference.)

5. Take Time to Know Your Volunteer

"Volunteers work for free, but not for nothing." This axiom means that the volunteers must feel that their services are needed and worth their time and effort if they are to continue in their assignments.

The most valuable volunteer any teacher can have is one who fits in, who is reliable and patient, tactful and resourceful, enthusiastic and sensitive to the needs of children—a person who listens well, asks for and follows directions, and through service frees the teacher for the primary task of teaching.

The school volunteer program coordinator will share pertinent background information with the principal and teacher before the volunteer arrives at the school. Teachers will find that they can help to build an effective team if they take the time to get well acquainted, learn the volunteer's special interests and skills, give needed support and assurance, observe the volunteer on the job, and make sure that the volunteer feels that his or her service is meaningful.

Teachers who are most successful in working with volunteers are those who respect the volunteers as individuals and make them a vital part of the educational team. They draw on the volunteer's creativity, critical thinking ability, experiences and unique skills.

Some volunteers can contribute significantly to a unit on urban renewal or ecology. Others can demonstrate how to make a musical instrument or share their personal experiences during periods of history through which they have lived. Some can arrange for a field trip which enhances a social studies unit, or show slides and deepen student understanding by sharing experiences. Some can set up learning centers or bulletin boards which involve the students and stimulate thinking. The teacher must be sensitive to the unique talents of each school volunteer.

From Avocation to Vocation

Many school volunteers find their service so satisfying that they become professional educators. About one-third of the librarians in the Worcester, Mass., schools began their careers as school volunteers working in school libraries; they subsequently returned to school to earn degrees in library science and media. Several of Worcester's special education teachers are also former school volunteers who were inspired to seek careers as a result of their volunteer service.

6. Match the Volunteer's Skills with Needs of the Classroom

Many school volunteers find great satisfaction in working directly with children in instructional areas—helping by listening to a youngster read or by giving extra drill with subtraction facts, for example. Some volunteers, particularly the newcomers, may prefer to type or make games or have less direct contact with students. Volunteers don't mind doing humdrum tasks occasionally (such as collating or collecting permission slips) if these assignments are mixed with tasks which challenge their abilities and permit them to grow in their assignments. Teachers should observe the volunteer's growth in abilities and confidence and give increasing responsibilities as they are warranted.

The teacher must give clear and specific directions to the volunteer, noting where to find needed materials or equipment and describing techniques or procedures to be used.

A Second Career

As she was growing up, Ersilia Strazzulla wanted to be a language teacher. But it was during the depression, and she was advised instead to study accounting. In 1974, when she retired from a career in New England Telephone's accounting department, she finally realized her ambition to have a career in education. She heard a broadcast appeal by School Volunteers for Boston, Inc., asking for retirees to serve as tutors in Boston schools. The next morning she signed up. She spoke Italian fluently so was assigned to tutor Italian-speaking children in English two days a week at an elementary school in East Boston. Later she was asked to switch to East Boston High School where 140 of the school's 1150 students spoke Italian more fluently than English. SVB sent Miss Strazzulla to Middlesex Community College for a year for training in how to help students learn English as a second language. "My tutoring's brought me a fringe benefit, too," Miss Strazzulla says. "Those students are keeping me young."

7. Establish Good Communications

The teacher must set up a system for communicating with the volunteer so that valuable class time is not lost while the teacher gives the volunteer an assignment.

Some teachers keep a file folder for each volunteer. Before the volunteer arrives, the teacher puts into the folder a listing of the specific assignments for the day, or a cassette tape describing what is to be done. An elementary teacher, for example, might request the volunteer to:

> *(1) Take Jack, Cindy, Sally and Tim to the library to check out up to ten books containing information on how dolphins communicate; (2) Review the spelling words on page 65 of her speller with Melissa for 10 minutes, then test her on them and record results in her spelling folder; (3) Bring filmstrip projector from Media Center and set it up; and (4) Continue work on bulletin board until 11 AM when I begin reading groups. At that time, pass out written work on my desk to children not in the reading circle. Answer their questions until lunch time. Thanks!*

Teachers find it helpful to speak briefly with each volunteer before departure to make sure that no problems remain unresolved and to get feedback on assigned tasks. The teacher should plan a time each week to talk with the volunteer for 5-10 minutes, in person or by phone, when children are not present.

Informal contacts with volunteers, such as having lunch together or driving together to a meeting, also foster good communication and teamwork.

8. Share Student's Progress with Volunteer

Although teachers may not share specific confidential information about individual students (IQ level, grades, standardized test scores), they should keep their volunteers informed about the progress or problems of students they help. Teachers should help the volunteer to devise ways to show the student he or she is improving. The volunteer can save papers from the beginning of the year to show improvement in neatness and organization. The student can graph improved scores on daily math tests, or keep a list of learned spelling words.

When the volunteer works with a student in a subject area, the teacher must give specific instructions about what materials to use for what lengths of time, what type of help to give, and other pertinent details. The volunteer needs to know about the student's strengths and weaknesses in the subject area, and what kind of reinforcement works best with a particular student. Many teachers keep a folder for each student who works individually with a volunteer; notes to the volunteer (or teacher) and the student's papers are kept in it. (*HELPING CHILDREN LEARN* is available from the National School Volunteer Program, Inc.; it gives volunteers tips on how to create a good learning environment, reinforce concepts, and motivate.)

Sometimes volunteers take students to another room to work, but often they work in a corner of the regular classroom. The teacher can sometimes create a quiet area in which to work by arranging the desks, screens or storage cabinets.

When a volunteer works with an individual student, or several students on a one-to-one basis, the teacher should develop an alternate plan for the volunteer when that student is absent. In some volunteer programs, an alternate student is chosen; if the student the volunteer usually works with is not at school on a given day, the volunteer works with the alternate instead.

The teacher will want to arrange for regular feedback from the volunteer on the progress the student is making or any problems which may occur.

9. Show a Continuing Appreciation for the Volunteer's Service

The teacher who has invested time and skill in developing the talents of a school volunteer does not want to lose that trained volunteer.

From the first day, the volunteer should begin to develop a feeling of belonging which increases the desire to participate in the volunteer program. The satisfied, well-motivated volunteer derives deep satisfaction from helping the teacher, the children and the school in an important task. Such satisfaction comes from within, but the teacher, students, administrators and the volunteer coordinator can do much to maintain volunteer morale.

The volunteer's "pay" is often the wide smile of a child when he or she sees the volunteer arrive, a scribbled note from a second grader, a picture "that I made just for you," a compliment from an older student, and the warm day-to-day relationships with the teacher, other staff members and volunteers.

The teacher should prepare children for the volunteer who will work with them by building a positive attitude toward the volunteer's contribution. The teacher should encourage children to call the volunteers by name and to show their appreciation by giving notes and cards on birthdays and holidays or when they are ill or absent.

Students often become very attached to a volunteer who serves in their classroom, so when a volunteer leaves, the volunteer or teacher should explain the reason for leaving. When volunteers travel, they may send postcards or letters, or, when they return, show slides which contribute to social studies or history units.

Volunteers appreciate being included in staff meetings, inservice training or planning sessions when they can benefit from the program. Volunteers who are welcomed to the teachers' lounge or lunch room are more likely to feel they are partners on the educational team than those who are excluded. Staff and volunteer social events also help to create good interpersonal relationships.

The teacher can help make sure that each volunteer receives a copy of the school newsletter, student newspapers, the volunteer newsletter and other bulletins. The volunteer coordinator helps teachers to plan appropriate formal recognition at the end of the school year.

Appendix D contains 25 suggestions on how to show appreciation to your school volunteer.

10. Plan Evaluation to Include the Volunteer and the Students

Another way to retain valued volunteers is to include them in a continuing evaluation of the work you do together. Each teacher should also evaluate self-performance as a classroom manager, but don't bother to evaluate if you don't plan to use the results to improve performance.

Many of the benefits of involving a volunteer in your classroom cannot be measured—the change in a child's attitude toward learning, improved self-image, the warmth of the volunteer-child relaionship. But the volunteer and students should be asked to suggest improvements in routines, schedules and approaches.

Saying Thank You

Volunteers in West Chester, Pa., who give regular service for five or more continuous months receive a card which admits them to all school-sponsored activities, including high school sports events and plays. . . . A restaurant in Cedar Rapids, Iowa, treated that city's school volunteer coordinators to dessert and coffee in recognition of their service to the community. . . . Students at Bren Mar Park School in Fairfax County, Va., decorated a white sheet with felt tip markers, writing warm messages and drawing pictures. The sheet became the tablecloth for the school's volunteer awards ceremony. . . . School Volunteers for Boston, Inc., gave free membership in the National School Volunteer Program, Inc., to 93 volunteers who had completed five or more years of service; the school volunteer program of Beaumont, Tex., gave free memberships to all 18 of its volunteer coordinators.

11. Encourage Your Volunteer to Seek Training Opportunities

Many school volunteer programs report that one of the most appreciated rewards for volunteer service is a scholarship for a workshop or conference, or a chance to take a course at a nearby community college which enhances the volunteer's skills.

Some volunteer activities do not require training other than that gained on the job, but volunteers who work with children in instructional areas will become increasingly useful and get more satisfaction from their service if they receive training.

Training may be offered at the school where the volunteer serves—the reading teacher may train volunteers who work in the reading program, for instance. Volunteers also get training, inspiration and perspective from attending district-level, statewide, regional or national conferences sponsored by the National School Volunteer Program, Inc., and other groups.

The training that school volunteers receive, added to improved self-image from doing their work well, often creates employment opportunities for them. Volunteer coordinators can write letters of recommendation to help volunteers seek or explore new career opportunities. Many school volunteers have been hired by their school system as paraprofessionals because they were known, proven workers. Other classroom volunteers have been motivated to return to school to prepare for careers as teachers and school librarians.

12. Set a Good Example

When teachers create a warm environment in which students as well as adults are treated with respect, volunteers find it easy to help maintain this positive atmosphere.

Teachers should encourage volunteers to observe the teachers demonstrate proven ways of working with children. Teachers who explain why they use certain techniques help volunteers to learn and grow. Many teachers supply magazine articles and other reading material for the volunteer who is interested in learning about learning.

(EFFECTIVE LISTENING SKILLS, an NSVP handbook, gives volunteers tips on how to communicate effectively with students.)

Volunteer Service Helps the Volunteer, Too

Mary Jackson, a Houston, Tex., kindergarten teacher, noticed in the fall of 1974 that several mothers who had brought their oldest child to school for the first time found it hard to "let go." She suggested to these mothers that they help out as school volunteers in the kindergarten classroom, but the mothers responded negatively, saying they couldn't be of much help because they hadn't even finished high school.

But the teacher persisted, and all four mothers became enthusiastic and competent kindergarten volunteers. Ms. Jackson and other members of the school staff suggested that they take the high school equivalency exam to get their General Equivalency Degrees. The mothers hesitated at the challenge, but all four did get their GED certificates and all are now employed by the school system as aides or clerks.

Iris Ashley, principal of Roosevelt Elementary School in Houston, who tells this story, notes that one of the four is now a clerk in her school. As mothers come in to register their children for school, Anna Canales encourages them to get involved as school volunteers.

APPENDIX A

59 Ways Volunteers Can Help at the Elementary School Level

(This is a beginning—you will want to add your own ideas.)

1. Tell stories to children.
2. Listen to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in clinic or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English-speaking students.
12. Make instructional games.
13. Play instructional games.
14. Play games at recess.
15. Assist with visual tests.
16. Prepare visual materials.
17. Develop programmed materials.
18. Grade papers.
19. Prepare bulletin boards.
20. Help with book fairs.
21. Work with underachievers.
22. Reinforce Dolch words.
23. Help select library books.
24. Assist with field trips.
25. Make props for plays.
26. Set up or run bookstore or book exchange.
27. Gather resource materials.
28. Help children learn to type.
29. Teach children to sew, knit.
30. Help with cooking projects.
31. Check out books from public library.
32. Set up experiments.
33. Take attendance.
34. Collect lunch money.
35. Escort children to bathroom, library, cafeteria.
36. Work on perceptual activities.
37. Make list of library resources.
38. Visit a sick child at home.
39. Work with a handicapped child.
40. Prepare teaching materials.
41. Record grades.
42. Supervise groups taking tests.
43. Discuss careers or hobbies.
44. Show a filmstrip to a group.
45. Help young children with walking on a balance beam, jumping rope or skipping.
46. Reinforce learning of alphabet.
47. Reinforce recognition of numerals.
48. Drill recognition of color words.
49. Talk to children—be a friend.
50. Help children with motor skill problems.
51. Help children learn foreign language.
52. Play a musical instrument.
53. Help students who play instruments.
54. Make puppets.
55. Dramatize a story.
56. Help with handwriting practice.
57. Set up "grocery store" to practice math skills.
58. Drill spelling words.
59. Make reading carrels from boxes.

APPENDIX A

22 Ways Volunteers Can Help at the Secondary School Level

(These are a start—you will add your own suggestions.)

1. Volunteers who are native speakers from other countries and people who speak foreign languages fluently can give language students extra practice in conversation or discuss the literature they are reading with advanced language students.
2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selection.
3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombings in London during World War II, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.
4. Volunteers can help students use library sources and assist with research projects.
5. Volunteers can assist teachers in gathering resources for units of study.
6. Volunteer nurses may extend the work of the school nurse—for example, they might help teach cardiopulmonary resuscitation to health classes.
7. Volunteers can tape record textbooks so that students who have reading problems may listen to a cassette as they read their assignments.
8. Volunteers can prepare tactile materials for visually impaired students—using large print typewriters, Brailling machines, etc.
9. Volunteers can assist in science and math laboratories.
10. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.
11. Volunteers can accompany the school chorus and help build sets for the school play.
12. Volunteers who are artists and performers, such as musicians and dancers, can assist and encourage students who aspire to careers in fine arts.
13. Volunteers can arrange meaningful field trips into the community to augment class learning.
14. Volunteers can share collections, discuss hobbies, travels, and areas of special knowledge.
15. Volunteers can sponsor school clubs and interest groups.
16. Volunteers can assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.

17. Volunteers can assist the staffs of student publications—yearbook, literary magazine, newspaper.
18. Volunteers can produce a parent-teacher newsletter to inform parents of student and school achievements.
19. Volunteers can assist teachers in academic subject matter areas.
20. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts.
21. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.
22. Volunteers can help students who were absent to make up missed work.

APPENDIX B

Sample Teacher Request Form

Name_____ School_____

Grade_____ Department_____ Phone_____

TYPE OF VOLUNTEER HELP NEEDED (please check areas and describe job briefly):

☐ Classroom helpers Number of volunteers needed _____

Job description_____ Days needed _____

_____ Hours needed _____

☐ Help children individually Number of volunteers needed _____

Kinds of help needed_____ Days needed _____

_____ Hours needed _____

☐ Library volunteers Number of volunteers needed _____

Job description_____ Days needed _____

_____ Hours needed _____

☐ Art, science, music, drama Number of volunteers needed _____

Job description_____ Days needed _____

_____ Hours needed _____

☐ Clerical Number of volunteers needed _____

Job description_____ Days needed _____

_____ Hours needed _____

☐ Other Number of volunteers needed _____

Job description_____ Days needed _____

_____ Hours needed _____

TYPES OF VOLUNTEERS MOST HELPFUL TO YOU:

☐ Senior citizens ☐ Bilingual ☐ College students ☐ Other

☐ Parents ☐ Community ☐ High school students

Transportation available near school_____

What training or skills would you like your volunteers to have?_____

_____

Can you help train volunteers?_____ Please list areas of training you can provide:

_____

APPENDIX C

Initial Teacher/Volunteer Conference Checklist

When you first orient the volunteer to your class, plan to discuss the following:

_____ Days and times to work in classroom.

_____ Procedures for volunteer and teacher to keep in touch (regular conferences, telephone conversations, notes, informal meetings).

_____ Alternate plans for days when teacher is absent and substitute is in charge of the class.

_____ How teacher will tell volunteer of day's assignment (folder, note, or other means).

_____ What name the students will call the volunteer (a college student might prefer to have students use first name rather than "Mr. B_____").

_____ Materials, strategies or games to be used.

_____ Teacher's own classroom policies, procedures, and rules (such as management system, reinforcement techniques, organizational plans, emergency procedures, where volunteer leaves personal belongings, and whether volunteer is welcome in teachers' lounge and lunchroom).

TO DISCUSS IN LATER CONFERENCES

If the volunteer will be working in academic areas with a student or students, the teacher should also discuss:

_____ Pertinent background information about the student(s) the volunteer will work with.

_____ Special strengths of the student(s).

_____ Special needs of the student(s) and skills to be developed.

_____ Tips for working with specific students (learning style and reinforcement techniques).

_____ Procedures for taking student(s) out of classroom for individual work.

_____ Designation of work area location.

_____ Alternate plan if student is absent.

APPENDIX D

25 Ways to Show Appreciation to Your Volunteer

(choose those which are appropriate to your situation)

1. Greet the volunteer by name; encourage students to use volunteer's name.
2. Try to thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.
4. Celebrate the volunteer's birthday, and encourage students to write occasional thank-you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest—on child development, learning styles, or content area in which the volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and inservice training when appropriate.
10. Send a letter of appreciation.
11. Take the volunteer to lunch.
12. Call or write when the volunteer is absent or ill.
13. Invite experienced volunteers to train newer volunteers.
14. Ask the volunteer coordinator about training which might appeal to the volunteer; can the PTA offer a scholarship so volunteer can attend conference or workshop?
15. Write an article on the volunteer's contributions for your volunteer newsletter, school newspaper, or community paper.
16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.
17. Nominate your volunteer for a volunteer award.
18. Celebrate outstanding contributions or achievements.
19. Commend the volunteer to supervisory staff.
20. Ask volunteers to help evaluate program and suggest improvements.
21. Help plan a recognition event—an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents, and community leaders.
22. Ask the children to evaluate the performance of volunteers; share their comments with the volunteers.
23. Accommodate the volunteer's personal needs and problems.
24. Enable the volunteer to grow on the job.
25. Write a letter of recommendation when the volunteer requests it.

APPENDIX E

Evaluation

Evaluation of school volunteer programs should be continuous, and should include self-evaluation by volunteers and by teachers who utilize their services.

Self-Evaluation for the Volunteer

- Have I shared with the teacher my skills and interests which might be useful in my volunteer service?
- Do I make suggestions as to how I can be of further help?
- Am I effective in helping children who have problems?
- Do I make an effort to learn by observing the teacher and children?
- Am I discreet and tactful in working with children and teachers, and careful to observe the rules about confidentiality?
- Am I able to accept criticism?
- When I am unable to come to school do I contact the school promptly?
- Am I reliable and prompt?
- Do I take advantage of training opportunities to enhance my skills as a school volunteer?
- Do I share my enthusiasm for my work at school with friends and community members?

Self-Evaluation for the Teacher

In working with my volunteer, have I:

- utilized the special skills and interests of the volunteer to enrich learning opportunities?
- planned well for the time the volunteer spends with me so that time is used well and the volunteer feels a sense of fulfillment?
- permitted the volunteer to work directly with children in tasks which are rewarding both to the volunteer and the children?
- established a system for continuing communication, including a time each week when we can talk together about classroom activities?
- helped the volunteer to learn new skills and take advantage of training opportunities?
- made the volunteer feel that he or she is a valued member of the educational team?
- expressed my appreciation often and made others aware of ways in which the volunteer enhances my efforts as a teacher?
- sought out new activities to involve volunteers?

APPENDIX F

Some Definitions

(drawn up by the NSVP/NEA Task Force)

A *school volunteer* is a person who contributes his or her services in an educational program without pay. School volunteers serve at the request of and under the supervision of school staff members.

The *district-level school volunteer coordinator* is a person employed by the school district to direct the activities of school volunteers in the system. In many districts, each school building has an unpaid *school volunteer coordinator* who helps fill teacher requests for volunteers. The coordinators in the various schools receive help in orientation, training, evaluation, and program management from the district-level coordinator.

The *National School Volunteer Program, Inc.* (NSVP) is a national organization for persons interested and involved in local school volunteer programs.

In a few states, the *State Department of Education* employs a person who is the liaison for school volunteer programs in that state. The department gives technical assistance and helps plan workshops and state conferences.

NSVP/NEA TASK FORCE STATEMENT ON FUNCTIONS OF VOLUNTEER PROGRAMS IN THE EVENT OF STRIKE OR OTHER INTERRUPTIONS:

The best interests of students are served when volunteers and the school staff work cooperatively. In any situation of controversy, the successful relationship between volunteers and teachers can best be maintained if the school volunteer program adopts a position of neutrality. In the event of a strike or other interruption of normal school operations (any situation when teachers are not present), the school volunteer program shall not function in the schools.

APPENDIX G

Guidelines for a Teamwork Approach to a School Volunteer Program

(drawn up by the NSVP/NEA Task Force)

School volunteers should:

Express a genuine interest in helping students.

Assist only those teachers who request their help and work only with pupils referred to them by the teachers.

Comply with the health requirements of the district in which they serve (e.g., undergo a tuberculosis test).

Attend pre-service and in-service training sessions.

Commit themselves to a regular schedule of service; be prompt and dependable, notifying the school when unable to be present.

Assist with established record-keeping procedures for school volunteers.

Serve under the supervision and direction of the teacher; NEVER substitute for the teacher.

Not be responsible for diagnosis, prescription or evaluation of students.

Maintain a professional attitude; respect the confidentiality of all information and activities related to students and others in the school.

Be willing and able to comply with school rules.

Understand and use the appropriate channels of communication for comments and suggestions.

Become an integral part of the school organization and work within the school program.

Teachers should:

Be willing to consider utilizing the services of trained school volunteers to reinforce and enrich classroom instruction as needed.

Participate in in-service training for the effective utilization of school volunteer services.

Follow designated procedures for requesting school volunteer services.

Plan appropriate duties for school volunteers and give them clear instructions and support.

Provide information about students and appropriate materials to enable school volunteers to help students effectively.

Keep school volunteers informed about any changes in classroom schedule which may affect the volunteers' schedules.

Be responsible for the daily educational program—instructing, diagnosing, prescribing and evaluating students and their work.

Set aside time on a regular basis to observe school volunteers at work and to have feedback conferences with them.

Recognize the school volunteers as part of the school team and express appreciation for their contributions.

NSVP has also published IN-SERVICE TRAINING MODELS—TRAINING FOR TEACHERS AND VOLUNTEERS WORKING TOGETHER. The 64-page booklet contains outlines of seven workshops for teachers, administrators and volunteers. Handouts for each model are included and may be reproduced for local use.

The Charles Stewart Mott Foundation has also funded development of other materials to facilitate staff training in the effective use of volunteer services. For more information on the MINI-VETT packet (Volunteers in Education, Training for Teachers), developed by the Rhode Island Department of Education, National Education Association of Rhode Island, and Volunteers in Rhode Island Schools, Inc., write to:

Volunteers In Rhode Island Schools, Inc.
Bureau of Grants and Sponsored Projects
Rhode Island College
Providence, R.I. 02908